

# Alternate Assessment

## Participation Guidelines and Eligibility Determination

The Arizona Department of Education offers an alternate assessment based on alternate achievement standards in compliance with the U.S. Department of Education federal regulations and guidance. A student must have an Individualized Education Program (IEP) to be considered for participation in an alternate assessment. All students must participate in state assessments.

Beginning in the 2014-2015 school year, Arizona will transition from AIMS A in mathematics and reading, to the NCSC AA-AAS. Arizona will continue to administer the science AIMS A in grades 4, 8, and 10.

IEP Teams will discuss and determine participation and eligibility using the *NCSC Participation Decision Documents* and/or the *AIMS A Science Eligibility Requirements*. Each of these tools should be considered separately as some criteria may be unique.

*Note: IEP teams should consider the testing cycles that will occur during the student's IEP year.*

**STUDENT NAME:** \_\_\_\_\_ **STUDENT ID:** \_\_\_\_\_

**SAIS ID:** \_\_\_\_\_ **DATE OF BIRTH** \_\_\_\_\_ **GRADE** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **CASE MANAGER** \_\_\_\_\_

| Grade  | None | NCSC<br>ELA/Math | AIMS A<br>Science |
|--|------|------------------|-------------------|
| K, 1st, 2nd                                      | x    |                  |                   |
| 3rd  |      | x                |                   |
| 4th  |      | x                | x                 |
| 5th, 6th, 7th                                    |      | x                |                   |
| 8th  |      | x                | x                 |
| 9th  | x    |                  |                   |
| 10 <sup>th</sup> (or second year of high school) |      |                  | x                 |
| 11th   |      | x                |                   |
| 12th   | x    |                  |                   |

**NOTE: The IEP team must complete the parent notification of alternate assessment participation on page 5.**

- ☐ The NCSC Alternate Assessment is not an administered assessment at the student's grade level for this school year.

November, 2014

### NCSC Alternate Assessment Participation Decision Documentation

To meet the criteria for the NCSC Alternate Assessment, the student must meet all participation criteria descriptors.

| Participation Criteria  | Participation Criteria Descriptors   | Sources of Evidence [check if used]   |
|---|--|---|
| <p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>  | <p>Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>   | <p><input type="checkbox"/> Results of Individual Cognitive Ability Test</p> <p><input type="checkbox"/> Results of Adaptive Behavior Skills Assessment</p> <p><input type="checkbox"/> Results of individual and group administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of district-wide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments including English language learner (ELL) language assessments if applicable</p> |
| <p>2. The student is learning content linked to (derived from) the Common Core State Standards (CCSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>  | <p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.</p>  | <p><input type="checkbox"/> Examples of curriculum, instructional objectives and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>   |
| <p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p> | <p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p> | <p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples from both school and community based instruction</p> <p><input type="checkbox"/> Teacher collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives, and post school outcomes from the IEP and the Transition Plan for students age 16 and older unless State policy or the IEP team determines a younger age is appropriate</p>   |

**The student may participate in the NCSC Alternate Assessment if all responses above are marked Yes.**

## NCSC Alternate Assessment Participation Decision Documentation

| <b><i>Additional Considerations Not to Use in Reviewing Evidence</i></b> |  |
|--|--|
| 1.   | <i>A disability category or label</i>  |
| 2.   | <i>Poor attendance or extended absences</i>  |
| 3.   | <i>Native language/social/cultural or economic difference</i>  |
| 4.   | <i>Expected poor performance on the general education assessment</i>   |
| 5.   | <i>Academic and other services received</i>  |
| 6.   | <i>Educational environment or instructional setting</i>  |
| 7.   | <i>Percent of time receiving special education services</i>  |
| 8.   | <i>English Language Learner (ELL) status</i>   |
| 9.   | <i>Low reading level/achievement level</i>   |
| 10.  | <i>Anticipated disruptive behavior</i>   |
| 11.  | <i>Impact of test scores on accountability system</i>  |
| 12.  | <i>Administrator decision</i>  |
| 13.  | <i>Anticipated emotional duress</i>  |
| 14.  | <i>Need for accommodations, e.g., assistive technology/AAC to participate in assessment process</i>                                |
| <input type="checkbox"/>   | <i>Evidence shows that the decision for participating in the NCSC Alternate Assessment <b>was not</b> based on the above list.</i> |

IEP Team Statement of Assurance: *Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CCSS; that the Additional Considerations listed above were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.*

- ☐ AIMS A Science is not an administered assessment at the student's grade level for this school year.

### **Part I: AIMS A Science Eligibility Requirements**

In order to be considered for AIMS A, students must meet **all** three of the following criteria in all content areas that are tested: Science (Science is **only** for grades 4, 8, and 10).

#### **1. Evidence of a Significant Cognitive Disability**

Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability prevents the acquisition of the grade-level Arizona Academic Content Standards. Please note that students with learning disabilities who have overall intellectual and/or adaptive behavior abilities within the average range are **not** students with *most significant cognitive disabilities*. The student functions *like* a student with an intellectual disability (ID) across *all* areas: commensurate abilities in mathematics, reading, *and* writing, adaptive behavior scores, and measures of intellectual abilities.

##### **Check disability category:**

- ☐ MIID                      ☐ MOID                      ☐ SID  
☐ MD with ID component   ☐ MDSSI with ID component   ☐ TBI with ID component  
☐ Autism with ID component   ☐ Other \_\_\_\_\_

*Example 1:* An eighth-grade student functioning at second-grade level in reading and writing and at fourth-grade level in mathematics does *not* qualify under criteria 1.

*Example 2:* A tenth-grade student functioning at the second-grade level in mathematics, reading, and writing, *does* qualify under criteria 1.

The student meets the *Evidence of a SCD* criterion for AIMS A eligibility.

- ☐ Yes                      ☐ No

#### **2. Curricular Outcomes**

The student has access to high-quality instruction based on *Alternate* Academic Standards (Science) and the student's IEP goals and objectives focus on enrolled grade-level *Alternate* Academic Standards.

The student meets the *Curricular Outcomes* criterion for AIMS A eligibility.

- ☐ Yes                      ☐ No

#### **3. Intensity of Instruction**

Is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments, even with high-quality extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings in all content areas tested.

The student meets the *Intensity of Instruction* criterion for AIMS A eligibility.

- ☐ Yes                      ☐ No

***The student is eligible for AIMS A.***

- ☐ Yes (All responses above are marked Yes.)  
☐ No (Any response above is marked No and student must participate in AIMS.)

## Parent Notification

### Alternate Assessment Participation

Following IEP team review of participation guidelines, the student is eligible for and will participate in the following assessments:

#### NCSC Alternate Assessment (ELA/Math) and/or AIMS A Science

- ☐ Yes
- ☐ No (student will participate in statewide achievement test or AIMS)

#### Potential Consequences:

Are there any effects or local policies that would preclude completion requirements for a regular high school diploma for the child participating in testing?

- ☐ No
- ☐ Yes

If yes, explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Each of us agrees with the alternate assessment participation decisions indicated above.

Parent(s)/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_

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Name: \_\_\_\_\_ Position: \_\_\_\_\_ Date: \_\_\_\_\_